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## THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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New York, September 27, 1884.

"Right is right, since God is God,  
And right the day must win;  
To doubt would be disloyalty,  
To falter would be sin."

FAITH in books and in learning from books, is widely spread. There is a belief that book-knowledge is superior to that gained by observation. What the child learns in the first six years of its life about itself, things, people, right and wrong, the beautiful, and the world, is held of slight consequence. What it learns from the printed page is supposed to be of great value. To measure the child recourse is had to the book; what can he repeat from the book? This faith in books, dealing wholly with second-hand knowledge, stands in the way of real education. Education is mental growth; examine a child after a year in its mental growth, not to see how much it can remember of what another has seen, and one will be surprised at the result. Let the teacher think of this; let him introduce those exercises that will cause mental growth. If the people "won't stand" such teaching, enlighten them as to genuine education.

"Ring out the false;  
Ring in the true."

THERE is no word so impracticable as the word practical. The papers are just now saying that the Greely expedition was impractical, and so useless. Is all of this expenditure of labor, money, time, and life worth anything? Will it make corn, meat, and wheat, cheaper, or keep anybody from freezing or starving to death? A few years ago a young man, by the name of Joseph Henry, in experimenting found that by passing a current of electricity around a piece of soft iron it became a magnet. "Very

curious," everybody said, "but of no practical use." To-day, all the currents of trade are changed in consequence of that discovery.

Whatever develops strength of will, moral courage, patience, self-denial, is practical. This the Greely expedition did. It matters not if the north pole be never reached; the attempt to reach it develops all that is courageous in a nation, and all that is sublime in human nature.

There are many necessary things we can neither eat, drink, nor wear. The bread-and-butter argument is the lowest to which an appeal can be made. Whatever leads us to see more clearly, hear more accurately, feel more delicately, taste more acutely, smell more correctly, remember more tenaciously, and reason more logically, is practical. In other words, whatever ennobles the nature, strengthens the will, enlarges the sphere of our knowledge and fixes in us a determination to do what is right, is practical. The "bread and butter" studies are often the most impractical in all the sphere of knowledge.

TEACHERS need protection against themselves. How is this? We mean the educated teacher must be protected against his uneducated pretender. A thoroughly educated and capable instructor is often easily supplanted by a poor, ignorant quack, whose glib tongue and oily ways have captured the pliant trustees. He assumes to know more than Pres'ts. Hopkins, Porter, Seelye, and all the college professors combined. He worms his way into the good graces of impressible but poorly prepared assistants, and with fair promises and fluent tongue supplants a quiet but thorough scholar. The people soon find they have been "taken in," but they are slow to learn wisdom. A teachers' union has been proposed. We are doubtful as to its practicability. A pledge has been suggested, promising not to make an engagement for less than five years, and never do anything to disturb a brother or sister teacher whose standing in the profession is recognized.

If all well-qualified teachers could in some way combine to form a purely professional and protective association, some good would be accomplished. Until that is done we cannot expect much reform. When ministers meet they are careful not to admit even to corresponding membership any who have not been regularly admitted into the sacred calling. The doctors are especially exclusive, and a "regular" physician would never sit in an advisory council with an irregular practitioner, even though he were his twin brother. This feeling has gone so far that an educated homeopathic doctor is ruled out of the synagogue of the older physicians. But with teachers the case is entirely different.

In the exuberance of our good feeling we invite everybody to become members of our Associations whenever we meet. We not only let down the bars and open the doors, but we compel them to come in that our educational

house may be full. Is it any wonder that we are frequently imposed upon by the very ones who have shared our hospitalities? It seems as though we ought to learn wisdom. Let us think how we can better protect ourselves.

AN immense crowd came together last Sunday in this city, to attend the funeral services of Jerry McAuley, an old river pirate, the son of an outlaw, who conquered himself and devoted his life to the saving of others. His body lay in state within the great brown-stone walls of a church that had never given him place in life, and in which he had never been invited to preach. Never before had any such crowd been seen at that place. Hard faces were there, streaked with tears—faces of all shades, colors, and nationality. When the vast throng passed around the casket, there had never before been seen such a mixture of types under such circumstances. Eminent doctors of divinity, princely merchants, bankers from Wall street, mingled with the shabby poor as the motley throng for hours passed around the coffin. One old fellow, to whose dying daughter Jerry had ministered, took out of his old battered hat with trembling fingers a bunch of white flowers. "They're no great shakes, I allow, but my gal had gone to the bad, and was dying without ever a bit to eat, and Jerry comforted me, and said, 'God Almighty wouldn't be rough on a poor gal what didn't know no better! She died then! I aint forgot Jerry.'" There is no teacher however high but may learn a lesson from Jerry McAuley. He knew what sin and shame was. He lifted himself up from the slums into a noble manhood by stooping down and pulling others up. He got a light, and gave it to others, and he kept on doing this until his dying lips murmured, "It is all right." Certainly, it's "all right;" such work always was all right, and it always will be. In his ungrammatical and uncouth way he was a magnificent teacher. He was in earnest. He went right down into and up from the depths, and wouldn't take "No" for an answer. They must come, and they did come. He had one idea; nothing could turn him from it. If it wasn't in one place it was in another—wherever he was he was always following his ideal. He couldn't be bound down to preach any set creed, except the simple truth as he saw it. That he knew, and that he preached. Everybody admires a hero. Greely is a hero; Gordon is a hero; Jerry McAuley was a hero; and Catholics, Protestants, Jews, and Atheists, unite to praise the man who has a purpose in which he so believes that he will die for it. The people don't worship John Brown; but he was a hero, and so "His soul goes marching on," and will, to the end of time. Each of us must be heroes in our work; unless we are, there will be no success. The millions of teachers who are living up to the light they have, and fighting out the battle of life honestly, fearlessly, and constantly, are heroes.



For the SCHOOL JOURNAL.

## THE MIND.—IV.

## ATTENTION.

The derivation of words gives us often correct ideas of their application. We have examples of this in attention, from *ad* to and *tendo* I bend, and abstraction, *abs* from and *traho* I draw. First is abstraction, drawing the thought away from other objects and then comes attention bending all our powers to the thinking of that which has become the object of thought. There must be something to think of before we can think and we must have the ability to keep our thoughts upon this something before we can secure attention. It is comparatively easy to fix thought upon one thing, but it is much harder to keep it there for any length of time.

Attention is not a distinct faculty as memory or imagination, but it underlies and is essential to all the faculties. Although it originates nothing yet nothing can be done without it. Let us now consider how it acts. When we go into the fields many impressions are made upon the senses. We at once select one object; this becomes the object of thought, perhaps only for an instant, when another object is attended to and another and so on during the walk. If we see some one thing, as a flower, that we desire especially to examine, the will is brought into action and other objects are excluded. Perhaps we shade our eyes so as more easily to exclude desire to attend to anything else. We learn that at first there is an unwilling, or involuntary attention; and then a willing or voluntary attention. When we return home we shut our eyes and mentally revise all that we have seen. The amount and vividness of this re-calling or re-collecting is exactly proportioned to the vividness of the attention.

PRINCIPLE:—That which we will to attend to is re-collected easily—most of the rest is forgotten.

LESSON:—The will must be called into active exercise if the objects of attention are to be understood.

ILLUSTRATION:—The following dialogue is to the point. A pupil said, "I cannot understand this lesson."

"Have you studied it?"

"Yes, sir. I have been studying it for more than an hour, and I have no idea of a single line."

"Tell me what games you played at recess?"

"Yes, sir. We played two."

"You remember how many fish you caught last week. Saturday?"

"I brought home seventeen, and had lots of sport thrown in."

"You seem to remember outside things very well, why can you not remember books as well?"

"The fact is, sir, that my mind is full of ball games, fishing, hunting and outside affairs. It's away off."

"That is the reason you cannot learn. If you can bring your mind here and think of what you are reading, you will remember and understand well enough."

APPLICATION:—Some way must be found to influence the wills of pupils before they can give attention to what they study. The means of accomplishing this are various. Under the old masters the rod was used, and in many cases it was effectual. The pupil felt, "I must," then "I will," and afterward followed attention and success. Some strong influence must be brought to bear upon the will to bring it into vigorous exercise.

The "must" should be all powerful.

Here should follow a discussion of proper and improper school incentives as means of bringing the will into vigorous exercise, and securing attention. These cannot be considered now, but it is of the utmost importance that they should be understood. Here is the outline of the argument.

- I. Incentives and
- II. Motives, as for example
  - a. Rewards,
  - b. Punishments
  - Approvals,
  - Disapprovals,
  - c. Love of Study,
  - d. Personal Attachments.

Lead to  
the ex-  
ercise of  
the  
WILL.

The WILL influences attention, without which there can be no Memory, Association, Reason or Judgment. How to influence the will is one of the most important subjects for the teacher to understand. Our next topic will be Mind Incentives.

For the SCHOOL JOURNAL.

## NORMAL TEACHING.—III.

OSWEGO STATE NORMAL SCHOOL.

BY EDWARD R. SHAW, Yonkers, N. Y.

PHYSIOLOGY.—*Dr. Mary V. Lee's Class.*—A large room at the western wing of the building is appropriated to Physiology, Zoology, etc. It is fully equipped with specimens and apparatus. The class are seated around tables conversing quietly. At the trill of the bell the conversation ceases, and Dr. Lee takes her place before the class. She has spent the last moment in her laboratory, or, perhaps, has just come down from class drill in the gymnasium above.

Written reproductions of yesterday's lesson are passed in. Besides these as preparation for today, the students have been directed to stand for some time on one foot and notice the results.

"Before discussing what you have observed," began Dr. Lee, "I have a number of pamphlets I wish you to read." "Student Life; How to Work the Brain," "Education of Farmer's Children," "The Tee'h," "Preventive of Diseases," "The Health Dress," were some of the topics treated in the pamphlets. We are ready now to consider the question which was occupying our attention yesterday at the close of the lesson. What was the question Miss Mary W.:

A. About the effect upon the bones of bearing the weight upon one foot.

Q. Now, Miss W., will you tell me what you have found out?

A. I found that the *os innominatum* on the side which I bear my weight is very much higher.

Q. Miss Maggie W., what is your opinion?

A. I found that one shoulder was higher, than the other, and one hip.

A. Mrs. R., did you notice anything further?

A. I thought the spine was curved; then, that one side being relaxed and the other contracted, gave one a bad position.

Q. Was the spine bent anteriorly, latterly, or posteriorly?

A. Sidewise.

Q. Did anyone notice anything else?

A. Miss B.—I think the intestines and one lung did not have proper room.

Q. Did you notice any pressure in the abdominal cavity?

A. Yes.

Q. What other person noticed anything more?

A. Mr. E.—I think the *os innominata* are attached to the spinal column, and standing on one foot would tend to throw the spine out of shape.

Q. Was anything else noticed?

A.—Miss J.—I think it was painful to the thigh, and that it would strain and injure the muscles.

Q. How did you come to the various conclusions, Mr. A.?

A. By reasoning after standing on one foot awhile.

Q. You drew the conclusions?

A. Yes.

Dr. Lee. That was right. You have all done well. I want to know now whether the *sacrum* is attached by a movable or immovable joint to the hips. Who has observed the skeleton enough to know. What is the fact in regard to it, Mr. H.?

A. I think there may be a little, but not much movement.

Dr. Lee. They are hardly movable joints. That being so, can you give me the result of a person standing on one leg, the hip being pressed upward? Upon what would it act, Mr. N.?

A. The *lumbar vertebrae*, and cause curvature.

Q. Yes; would give spinal curvature. And tendency to stand in this position habitually will bring on that deformity of the spine and hips. Besides, the cavities will not have room. What will the body lose?

A. Parallel symmetry.

Q. I have noticed for a week, a young lady in this class sitting in such a way as to throw her hip and shoulder up. For whose sake, Miss H., should she avoid this?

A. Her own.

Q. Anyone else's sake than her own.

A. Her children.

Q. Who thinks she might transmit this trouble to her children, should she have children?

The class eagerly raise hands in answer.

Q. She should sit upright for the sake of unborn posterity. Is there any other reason?

A. As teachers, for the sake of the children we are going to teach.

Q. How does it affect them, Miss B.?

A. I think the children are apt to imitate the teacher.

Q. What teacher is the child likely to imitate, Miss R.?

A. The one who does everything nicely.

Q. Any other kind?

A. The one they love best.

Q. The better the teacher the more likely she is to be imitated. What quality should she possess, Miss M.?

A. She should make the body erect, and have a fine carriage.

It may be remarked here, that a few lessons previous to this one, the discs which lie between the *vertebrae* had been studied. By the use of the skeleton, drawings upon board, and specimens, the class had been led to see that when a person bends forward in sitting or standing, these elastic discs are compressed on the anterior edges by the *vertebrae*. The flow of blood, carrying its materials, is impeded in that part of the disc. It is, therefore "starved," and becomes thin on that edge. The posterior edge, therefore, grows to be the thicker, and, as a consequence, the spinal column, after a time, becomes rigidly curved forward. The effect of side pressure upon the discs was, of course, perfectly evident to the class as Dr. Lee continued, "We have seen, then, that the intervertebral discs and the *vertebrae* suffer." At what age are these most likely to suffer?

A. They are most likely to be injured in childhood.

Q. If these are to be corrected, when should we begin, Mr. L.?

A. In childhood, before they become hard. We should begin to correct this just as soon as we see they are becoming deformed.

Dr. LEE: I think it one of the highest aims to make the body just as good as it can be for strength, and for the sake of the children which may possibly come after us. Now, think of this, and see if your children are improving as you teach. Is John standing better or worse? If he stands in this way [suiting the position to the word], his spine is becoming pressed, the hip out of place, and the shoulder out of shape. Now you can see these things plainer than you could a week ago. How many can?

The hands that went up were a strong and appreciative answer.

Dr. LEE (showing a *pelvis* with *femur* joint, *sacrum*, *coccyx* and a part of the spinal column): "What does this represent?"

A. The thigh bones, and the *os innominata*, the *femur*, the *sacrum*, and *coccyx*, and the bones of the spinal column.

Dr. LEE: "This is plaster; it was given me in Paris; is it normal?"

A. I do not think it is.

Q. What part is abnormal?

A. The spinal column is thrown one side.

Q. What else?

A. A. The *femur* bones are not set right. I think the child could not stand straight.

Q. Here is a real *pelvis*; tell me something about them [holding the two up before the class].

A. The plaster one is compressed.

Q. Yes; that is the word, exactly. Anything more, Mr. H.?

A. I notice the *sacrum* is hollowed in.

Dr. LEE: "Look at the cavity itself."



A. It is small.

Q. Yes; and its being small must have an effect upon important organs here. Anything else?

A. The plaster one does not look even.

Q. Lack of symmetry. If you wanted to make a picture would you choose that?

A. No.

Q. Do you like this one [holding up a normal pelvis]? I do—I like it; it has good shape. Look at this [holding up another pelvis]; normal or abnormal?

A. Abnormal.

Q. How abnormal?

A. The sides are depressed, or rather compressed, and the coccyx is pressed forward.

Q. Can you say how this might have come about?

A. It might have come by having poor seats, or sitting and not having the feet touch the floor.

Q. Show how.

A. By sitting on the edge of the seat, bringing the weight on the lower part of the spine. [Here the student illustrates to class.]

Q. I think that is just how it came. In addition to the muscle, there is a great deal of fat that covers this very thickly [pointing to the lower parts of the bones]. This is the way, therefore, we should sit; but these persons sat like this [sitting in each position]. Tell me what effect comes from bending in the coccyx and sacrum?

A. I think the cavity is made smaller.

Q. How many think so?

A. Up go the hands again, showing how closely the class had followed the whole development.

Q. Any other effect?

A. The cavity seems to be deeper.

Q. Would you suppose it to become deeper by being pressed together?

A. Yes.

Q. I think so. Any other effect?

A. The front is drawn out.

Q. How could you make this [presenting the normal pelvis] bend in this position [presenting the abnormal pelvis]?

A. By pressing the sides together.

Q. It would be very likely to assume a form of this kind. Now, what can you say of the cavities [holding up the two pelvises].

A. The one in the left hand is bowl-shaped and good to hold the organs, but the other is more oblique.

Q. Now about this [referring to the one in the right hand]?

A. The sides are more perpendicular.

Q. Anything else? What is encroached upon?

A. The coccyx is pressed in, and the os innominata and the rectum are encroached upon.

Q. Yes; and would prevent a free and easy movement of the rectum. I want you to notice the size of these outlets [holding up the pelvises]. With a pelvis of this shape, child-birth would be impossible; with this, possible. In this one, child-birth would almost surely be fatal.

At the soft trill of the bell, to-morrow's work was assigned and the recitation was over. More lingered to ask questions than Dr. Lee could see in the five minutes intermission.

With extensive knowledge of her subject, gained from nature itself, with reverent love and enthusiasm for her work, Dr. Lee is, without doubt, unequalled as a teacher of physiology by any lady in this country.

I conclude this sketch with one observation from my note-book, because by it I can more easily show what she believes as to the physical appearance of a teacher and its influence upon a class: "Whence comes the dignity and command of that presence? It is in the ease of that perfect posture, the springing step, the grace of every gesture, and the modulations of voice."

WE have proposed to enter our protest against all idle gossip, against all demoralizing and wicked waste of time, also against the follies and tyrannies of fashion, against all external impositions and disabilities; in short, against each and everything that opposes the full development and use of the faculties conferred upon us.—ALICE CARY.

For the SCHOOL JOURNAL.

### PESTALOZZIAN TEACHING.

Many years ago, a gentleman while traveling in the Pays de Vaud, entered a school room. He was at once struck with the activity and interest of the pupils. There was a *realness* about all that was done that wonderfully attracted him. His short visit of a few hours extended to months, and he did not stop until he had introduced into his own country what he had learned in Switzerland. From that day to this the world has been inquiring, "What is Pestalozzianism?" Socrates, Plato and Aristotle started waves of thought that have come down to us through all these ages. Comenius, Froebel, Locke, and Pestalozzi have intensified and modernized these influences, and the whole has culminated in the greatest educational revival the world has seen—called the "New Education."

Pestalozzianism is not all of Pestalozzi. There has grown up a body of principles, which has come to be recognized by all thinkers, and, while it is true that some are found who deny, still the vast majority of teachers accept, as fundamental, certain statements of truth. These we shall briefly arrange and illustrate, trying to note in this and subsequent articles how far we may deviate from them and still be within orthodox limits.

The acquiring of learning was not with Pestalozzi the end of school work. His first object was moral culture. This he accomplished, not as had been the universal custom—from church books and set doctrinal lessons—but from life itself. Nature was his school-book. In the actual experience and self-acquired knowledge of his pupils, he found his text books. He brought the activity and vigor of their minds to the solution of questions that lay all around them. He broke loose from the fetters and trammels of the old establishments, and enjoyed the freedom of his own genius. His difficulties helped him. They made him self-reliant, unincumbered, and unfettered.

While moral instruction was his first aim, he never gave his pupils direct formal lessons in morals or religion; yet he taught them as few children had ever been taught before. He cut himself off from the world, and turned all his care and affection to the children. Whatever relief they received, he administered; whatever were their pains or pleasures, he was at hand to share them. He ate the same food, slept in the same chamber, and often in his bed he gave them instruction—in fact, he was known to give up his own bed to one who was needy, and sleep on a bench. The effect was wonderful, as might be supposed. When he asked them after supper: "My children, which would you rather do—go to bed, or learn a little longer?" they would reply, "Learn a little longer." His school presented an example of peace, friendship and affection rarely ever seen between brothers and sisters of the same family. When they embraced him and called him their father, he would say: "Yes, you are ready to call me father, and yet you do behind my back things which disoblige me; is this right?" He states that his first one great object was to gain the confidence of his pupils, and to attach them to him. His main point once gained, all the rest was easy.

Few teachers are placed in the same circumstances as Pestalozzi was; yet none can ignore his fundamental principle and succeed in either mental or moral instruction. A strong band of moral sympathy will always bind the successful teacher to her pupils. They must feel confident that she is their real friend, and always sincerely trying to do right. It may be in geography, arithmetic, or history, it matters not; if the conviction of insincerity is fastened on the minds of scholars, they not only will not, but cannot learn. The great objection now urged against our public school system is that it is immoral. But just so far as instruction is correct, it is always moral.

Pestalozzi was right. The first forces must be moral forces, and these must be started by the teacher. Confidence in her, attachment to her, are the main points to be attained at the beginning, and sacredly guarded ever afterward. True teaching

is founded on the simple relations and affectionate feelings of common life. The duty of submission to law, however sternly or forcibly enforced, does not educate. It may secure outward obedience, but not that kind of obedience that comes from true education.

The methods of intellectual training follow in the steps of moral instruction. Pestalozzi held firmly that reading, writing and arithmetic were not the real elements of instruction, but that a simpler, a more natural foundation, must be found. He held that the accurate observation of things, acting on the outward senses, contained the true educational forces. *The first object in education must be to lead a child to observe with accuracy; the second, to express with correctness the result of his observation.* This principle is the key note. Write it in letters of gold across every school-room! Inscribe it on the inmost tablet of the heart of every instructor! Reiterate it at every teachers' gathering! Let it rule the class-room alike of the college professor and the humble primary teacher.

In carrying out this principle nothing must come between the child and the observation. The teacher stands *outside*. Activity is the great means of development, for action is the parent of power, but the action must be the pupil's, not the teacher's. Action must lead to the development of the child. In order to bring into highest activity these powers, nothing must divert the attention away from the subject in hand. First and supremely necessary is *interest*; next, *honesty*; third, *persistence*; fourth, *self-activity* and *liberty*.

Where there is no mother there can be no child, and where there is no teacher there is no school; but the mother cannot act for the child, neither can the teacher act for the pupil. Whatever interferes with the child's free activity in observation is suppression, not education. It is education we want.

How can this proper activity in observation be promoted?

1. By presenting proper objects. This is all important. An object may be (1) material, as a bell, flower, rock, or animal; or it may be (2) a picture of the objects, or it may be (3) a mental image of of them. It must be interesting in and of itself. It must excite observation and attention. Words alone cannot do this. Something tangible must at first be presented, then pictures, then ideas, without objects.

2. By proper questioning—not telling or lecturing. A question requiring only the answer "yes" has an infinitesimal mental or moral value. *The interest in the subject presented must be intensified by intellectual questions.* A good question at the right instant has untold value. Often no question is the best question; let the learner ask the teacher. In Pestalozzian teaching the golden value of judicious silence is often clearly seen.

3. By the presentation of subjects demanding the harmonious activity of all the faculties. This is of vital importance.

4. By the presentation of progressive lessons.

5. By attending to the nature of the mind.

In the Pestalozzian method the course is arranged on psychological principles. The actual mental life of the child is sought for and followed. Thus it proceeds from the known to the unknown by properly graded steps. This, in brief, is the history and philosophy of Pestalozzian teaching.

Two very interesting associations have recently held their meetings on our continent, the British Scientific Association at Montreal, and the American Association at Philadelphia. Both have been largely attended by leading scientists on both sides of the ocean. Such meetings afford rare opportunities for coming into personal contact with eminent men, who are doing a great work in moulding our modern civilization. The work of both these great societies is to popularize science, to diffuse scientific knowledge, and excite an interest in original research among all classes of people. They are eminently practical and educational. No class of students more strictly follow the Baconian philosophy than the eminent scientific workers and thinkers of our day.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## KINDNESS, MERCY, LOVE.

## A RESPONSIVE EXERCISE.

[Several pupils may each commit to memory one of the Leader's parts, or one pupil may read them. The school recites together the other parts. Each may make a copy of the parts numbered in the order in which they come, or they may be written on the board and learned previous to the exercise.]

*Singing*—(Some familiar piece appropriate to the subject.)

*Teacher* (or one pupil as a leader.) Kindness is the politeness of the heart.—REMUSAT.

*All* (1) Kindness is the best weapon with which to kill an adversary.—A. RITCHIE.

*Leader.* Kindness is the golden chain by which society is bound together.—GOETHE.

*All* (2) Kind hearts are more than coronets,  
And simple faith than Norman blood.

—TENNYSON.

*Leader.* Be kind to your friends that you may keep them; be kind to your enemies that you may make them your friends.—THALES.

*All* (3) No man has measured the power of kindness, for it is boundless; no man has seen its death, for it is eternal.—JULIA M. WRIGHT.

*Leader.* He who gives pleasure meets with it: kindness is the bond of friendship and the book of love: he who sows not, reaps not.—BASILE.

*All* (4) Write your name by kindness, love and mercy, on the hear's of the people you come in contact with year by year, and you will never be forgotten.—MRS ANNE ROYALL.

*Leader.* That best portion of a good man's life,  
His little, nameless, unremembered acts  
Of kindness and of love.—WORDSWORTH.

*All* (5) There's no dearth of kindness  
In this world of ours;

Only in our blindness

We gather thorns for flowers.

—MASSEY.

*Leader.* Kindness infuses the greatest energy into both body and soul, and creates that spirit of self-abandonment to the general good which annihilates selfish considerations and binds all classes in the bonds of peaceful brotherhood.

—LORD BURLEIGH.

*All* (6) How many deeds of kindness  
A little child may do.

Although he has so little strength

And little wisdom too!

It wants a loving spirit

Much more than strength, to prove

How many things a child may do

For others by its love.

*Leader.* Kind hearts are the gardens.

Kind thoughts are the roots,

Kind words are the blossoms,

Kind deeds are the fruits.

*All* (7) Little deeds of kindness,  
Little words of love,

Make our earth an Eden

Like the heaven above.

## DECLAMATION.

What does kindness do at home? It makes the mother's lullaby sweeter than the song of the lark, the care-laden brows of the father and the eyes of business less severe in their expression, and the children joyous without being riotous. Abroad it assists the fallen, encourages the virtuous, and looks with true charity on the extremely unfortunate—those in the broad way, who perhaps had never been taught that the narrow one was the best, or had turned from it at the solicitation of temptation.—A. PERKINS.

## DECLAMATION.

In the intercourse of social life, it is by little acts of watchful kindness recurring daily and hourly—and opportunities of doing kindness, if sought for, are ever starting up—it is by words, by tones, by gestures, by looks, that affection is won and preserved. He who neglects these trifles, yet boasts that whenever a great sacrifice is called for, he shall be ready to make it, will rarely be loved. The likelihood is he will not make it; and if he

does it will be much rather for his own sake than for his neighbor's.—G. A. SALA.

*Singing.*

*Leader.* Being all fashioned of the self-same dust,  
Let us be merciful as well as just.

—LONGFELLOW.

*All* (8) The actions of faith and mercy are sure to repay the merciful.—MAGOON.

*Leader.* The column is an emblem of faith—it springs from earth to heaven; the arch symbolizes mercy—it descends from heaven to earth.—COURT.

*All* (9) Mercy is like a rainbow; we must never look for it after night; it shines not in the other world; if we refuse mercy here, we must have justice to eternity.—S. SQUIRE.

*Leader.* The quality of mercy is not strained; it droppeth as the gentle rain from heaven upon the place beneath; it is twice blessed: it blesseth him that gives and him that takes.—SHAKESPEARE.

*All* (10) We do pray for mercy;

And that same prayer doth teach us all to render  
The deeds of mercy.—SHAKESPEARE.

*Leader.* Not the king's crown, nor the deputed sword,

The marshal's truncheon, nor the judge's robe,

Become them with one-half so good a grace,

As mercy does.—SHAKESPEARE.

*All* (11) How would you be,

If He who is the top of judgment should

But judge you as you are? O think of that;

And mercy then will breathe within your lips

Like man made new.—SHAKESPEARE.

*Singing.*

*Leader.* Love conquers all things.—VIRGIL.

*All* (12) If nobody loves you, be sure it is your own fault.—P. DODDRIDGE.

*Leader.* Love sacrifices all things to bless the thing it loves.—BULWER.

*All* (13) It is the beautiful necessity of our nature to love something.—D. JERROLD.

*Leader.* What is life when wanting love.—BURNS.

*All* (14) All mankind love a lover.—EMERSON.

*Leader.* Love thyself last; cherish those hearts that hate thee.—SHAKESPEARE.

*All* (15) Love passeth not the threshold of cold hate,

And Hate is strange beneath the roof of love.

—TENNYSON.

*Leader.* Yes, Love indeed is light from heaven,

A spark of that immortal fire

With angels shared by Allah given

To lift from earth our low desires.

—BYRON.

*All* (16) It is the secret sympathy,

The silver link, the silken tie,

Which heart to heart, and mind to mind,

In body and in soul can bind.—SCOTT

*Singing.*

For the SCHOOL JOURNAL.

## ANSWERS TO LIVE QUESTIONS.\*

1. In Ohio are found queer shaped mounds some of which are built in the shape of animals and serpents. Inside of them have been found skeletons, household utensils and other implements used by the primitive races of America.

2. In 1620, about a hundred young women sailed from England to Virginia, and became wives of the planters. Each planter gave one hundred pounds of tobacco for a wife.

3. The Dutch West India Company, in order to induce men to settle in "the New Netherlands" gave to any of its members who should purchase land of the Indians, and form a colony of fifty persons, the right to almost absolute power over the colony. These owners were called "patroons," some of them acquired very large estates, lived in great houses with many servants, and let their estates out in farms to farmers.

4. The cephalopod, the highest tribe of the mollusks, has a head distinct from the body; to it are attached the arms or tentacles by which it moves itself, thus appearing to walk on its head.

5. Gen. Philip H. Sheridan is now commander-in-chief of the U. S. Army.

6. The hen has not the power of taking air in her bones, as has the duck; her breast is not so broad

and flat, and her feet lack the webs which answer for oars, hence she does not attempt swimming.

7. In the Republican Convention of 1880, Col. Ingersoll presented James G. Blaine as a candidate for nomination, referring to him as "The Plumed Knight."

8. La Fayette has been called the "Hero of two Worlds."

9. The seeds in the apple point toward the stem.

10. A quorum is a majority of the members of an association or legislative body.

11. Oakum is made out of old ropes untwisted and is used in caulking ships.

12. The elephant the largest of any known quadruped, frequently lives to be 150 and sometimes 200 years old.

13. Wm. H. Vanderbilt, Jay Gould, and John Jacob Astor are the three money kings of the United States.

14. Hot air rises with greater rapidity when confined to a narrow channel as in a chimney. The cold air rushing rapidly in creates a draught which promotes combustion and carries away smoke and gas.

15. The Phoenicians were famous sailors, but the Hindoos had a religious horror of the sea.

16. The cue of an actor is the last words of a speech in a play, which serve as a guide to the one who is next to enter or begin to speak.

17. The statue of Memnon, a colossal sitting figure in western Thebes, is said to have emitted at sunrise a faint sound like the twanging of a harpstring.

18. A collection of ancient sculptures taken from the Parthenon at Athens now in the British Museum is called the Elgin Marbles from the Earl of Elgin, who made the collection.

19. The Sphinx sent by Juno to punish the Thebians took her seat on a mountain near the city, and slew every person who approached and failed to solve the following riddle: What creature goes on four feet in the morning, two at noon, and three in the evening? The answer was *man*, who walks on hands and feet in infancy, on his two feet during manhood, and with the aid of a cane in old age.

20. Great Britain, Germany, The New Netherland, France and the United States are the countries most extensively engaged in commerce.

21. The water of the ocean is continually subject to three motions, the currents, tides and waves.

\*Answers to questions published Sept. 13.

For the SCHOOL JOURNAL.

## LANGUAGE LESSON.



## A STORY IN QUESTIONS.

Have this picture drawn on the board, and then ask the following questions of the class. Let the answers be given orally in complete statements. Next day let the class ask as many questions about the picture as they can. The third day let the pupils write a story about the picture suggested by the previous questions.

Where is the boy sitting?

What may we call his name?

What has he in his hand?

What is looking at him?

What is Fred going to do to the bird?

Will he hit it?

Do you think the bird will sit still until he is hit?

What would happen if the limb should break?

Do you think it will break?



Let us suppose that the limb breaks, then what happens to poor Fred?  
 Is he much hurt?  
 Who hears him scream?  
 What does she do? What does she say?  
 What does Fred say? What is the matter with his arm? Which arm is broken?  
 Is it far to the house? Can he walk? Where is his brother Jim? What does his mother tell Jim to do? Is it far to the doctor's? Does Jim hurry? Is the doctor in? Can he come right away? What does he bring with him?  
 What are the splints for?  
 What does the doctor have to fasten them on with?  
 What does Fred say when the doctor touches his arm?  
 What does the doctor say?  
 Then what does the doctor do to Fred's arm?  
 Does it hurt? Does Fred cry? Does his mother cry?  
 What does his brother Jim say?  
 What does the doctor give him? What for?  
 What does the doctor say he must not do?  
 Why does Fred like the doctor?  
 How long will it be before his arm is healed?  
 How will he have to carry it? What can he do while it is getting well? Will Fred be more careful after this?

### NIAGARA.

#### A SCHOOL EXERCISE.

Either let a large picture of Niagara be shown on the board, or let the pupils when delivering their selections, all point up to the same imaginary place as though they were standing by the side of the roaring, plunging waters. These selections should be delivered by the older pupils, and pronounced in a firm, earnest, deliberate, and decided tone of voice. Much of the effectiveness of the exercise will be lost if proper delivery is not attended to.

#### 1st Pupil:—

Tremendous torrent! for an instant hush  
 The terrors of thy voice, and cast aside  
 Those wide involving shadows, that my eyes  
 May see the fearful beauty of thy face!  
 Thou flowest on in quiet, till thy waves  
 Grow broken 'midst the rocks, thy current then  
 Shoots onward like the irresistible course  
 Of destiny. Ah, terribly they rage,—  
 The hoarse and rapid whirlpools there! My brain  
 Grows wild, my senses wander, as I gaze  
 Upon the hurrying waters, and my sight  
 Vainly would follow, as toward the verge  
 Sweeps the wide torrent. Waves innumerable  
 Meet there and madden,—waves innumerable  
 Urge on and overtake the waves before,  
 And disappear in thunder and in foam.  
 They reach, they leap the barrier,—the abyss  
 Swallows insatiable the sinking waves.

#### Second pupil.—

Dread torrent, that with wonder and with fear  
 Dost overwhelm the soul of him who looks  
 Upon thee, and dost bear it from itself—  
 Whence hast thou thy beginning? Who supplies,  
 Age after age, thy unexhausted springs?  
 What power had ordered that, when all thy weight  
 Descends into the deep, the swollen waves  
 Rise not and roll to overwhelm the earth?

#### Third Pupil.

The Lord hath opened his omnipotent hand,  
 Covered thy face with clouds and given his voice  
 To thy down-rushing waters. He hath girt  
 Thy terrible forehead with his radiant bow,  
 I see thy never resting waters run,  
 And I bethink me how the tide of time  
 Sweeps to eternity.

The thoughts are strange that crowd into my brain  
 While I look upward to thee. It would seem  
 As if God poured thee from his 'hollow hand'  
 And hung His bow upon thine awful front.  
 Thou dost speak  
 Alone of God, who poured thee as a drop  
 From his right hand,—bidding the soul that looks  
 Upon thy fearful majesty be still—  
 Be humbly wrapped in its own nothingness,  
 And lose itself in Him.

For the SCHOOL JOURNAL.

### A PROGRAM FOR A LOWER SCHOOL OF THREE GRADES.

TIME.	RECITATION.	CLASS.	SEAT AND GENERAL EXERCISES.
9.00 9.15	Opening Exercises.		
9.15 9.30	Reading.	C	B & A Copying words and reading lesson.
9.30 9.45	"	B	C & A
9.45 10.00	"	A	B & C Number work
10.00 10.05	General Exercises.		Calisthenics.
10.05 10.15	"		Natural History lesson.
10.15 10.30	Number Lesson.	C	A Reproduction of N. Hist. Lesson.
			B Writing words in N. H., or number work.
10.30 10.45			RECESS.
10.45 11.00	General Exercise.		Singing, Talk, Conversation Exercise, etc.
11.00 11.05	Writing	C	A & B Number work.
11.05 11.30	Number Lesson.	A	B Writing
		C	C
11.30 11.45	"	B	A Busy Work—Building Blocks, etc.
		C	C Human Body Lessons.
11.45 12.00	General Exercise.		
12.00 1.00			NOON INTERMISSION.
1.00 1.10	General Exercise.		Singing, and Short Recitations.
1.10 1.20	Reading.	C	A & B Copying reading lesson
1.20 1.40	"	B	A & C
1.40 2.00	"	A	B Slate work—list of names, etc.
		C	C Busy " Cardboard, puzzles, etc.
2.00 2.20	General Exercise.		Drawing.
2.20 2.30	Conversation		Story and oral reproduction, etc.
2.30 2.45			RECESS.
2.45 3.00	Oral Geography.	A	B & C Slate work.
3.15 3.25	"	B	A Map Drawing or Moulding.
		C	C Occupation.
3.00 3.15	Form Lesson.	C	A & B Map Drawing—Moulding, Writing.
3.25 3.35	General Biography or History lesson.		
3.35 3.40	Penmanship.	B & C	A Reproduction of B. or H. lesson.
3.40 4.00	General Exercise, Talk, or Singing, Dismissal.		

#### Fourth Pupil:—

Thy voice is like the words which seemed to him  
 Who dwelt in Patmos for his Saviour's sake,  
 The sound of many waters, and had bade  
 Thy flood to chronicle the ages back,  
 And notch his centuries in the eternal rocks.  
 A thousand rainbows arch them, and woods  
 Are deafened with the roar. The violent shock  
 Shatters to vapor the descending sheets,  
 A cloudy whirlwind fills the gulf, and heaves  
 The mighty pyramid of circling mist  
 To heaven.

#### Fifth Pupil:—

The insect-trump that tells her trifling joys,  
 Or fleeting triumphs, mid the pearl sublime  
 Of thy tremendous hymn. Proud Ocean shrinks  
 Back from thy brotherhood, and all his waves  
 Retire abashed, For he hath need to sleep.  
 Sometimes, like a spent laborer, calling home  
 His boisterous billows, from their vexing play  
 To a long, dreary calm; but thy strong tide  
 Faints not, nor e'er with failing heart, forgets  
 Its everlasting lesson, night nor day.  
 The morning stars that hailed Creation's birth,  
 Heard thy hoarse anthem, mixing with their song  
 JEROME's name; and the dissolving fires,  
 That wait the mandate of the day of doom.

#### Sixth Pupil:—

Flow on for ever, in thy glorious robe  
 Of terror and of beauty. Yea, flow on  
 Unfathomed and resistless. God hath set  
 His rainbow on thy forehead; and the cloud  
 Mantled around thy feet. And He doth give  
 Thy voice of thunder power to speak of Him  
 Eternally—bidding the lip of man  
 Keep silence—and upon the rocky altar pour  
 Incense of awe-struck praise.

**FEEBLE MINDED PERSONS.**—In Ohio there are found 6,460 feeble minded persons in a population of 3,198,062 inhabitants or 1 in 495. In Indiana 4,725 in a population of 1,978,301, or 1 in 418. In Illinois 4,170 in a population of 3,077,871, or 1 in 738. In Wisconsin 1,785 in a population of 1,315,497, or 1 in 736. The average in these five contiguous states was 1 in 625. We sincerely believe that the ratio in Michigan of this class is 1 to every 500 inhabitants, which would make a total number of 3,270. Their condition in many cases is deplorable in the extreme.

### MISTAKES IN THE MANAGEMENT OF PRIMARY SCHOOLS.

BY SUPT. A. J. DAVIS, Clarion, Pa.

1. It is a mistake to suppose that "anybody can teach a primary school." Primary work is the most difficult of all school work, and demands the best talent, the greatest energy, the broadest culture. It calls for pure and noble impulses and a stainless character. It should command the highest compensation.
2. It is a mistake to throw a primary room with a multitude of children. The mistake has hygienic as well as educational aspects. A primary school should never have more than forty pupils.
3. It is a mistake to group elementary pupils in large classes.
4. It is a mistake to think that a primary teacher can give efficient instruction without appliances. Here the nature of the work calls for many and various objects suitable for cultivating the senses.
5. It is a mistake to confine young pupils five or six hours in the school-room.
6. It is a mistake to treat children with less consideration as to their health than we do larger pupils and adults. The writer in visiting primary schools has found from sixty to eighty restless waifs crowded into one small room, without means for ventilation, and kept there during two and one-half hours each half day, sometimes without recess! Generally such a school is presided over by a pale, inexperienced, uneducated girl. And yet, strange to say, practicing physicians serve on the school boards of some of these towns, and high-salaried principals are employed.

THE keepers of restaurants in Berlin are not allowed to open their places during the hours of church, but the rule does not seem to increase the attendance at church.

ANOTHER virtue has been discovered in the Eucalyptus tree—the power in the leaves of removing the corrosive scale in the interior of boilers, thus decreasing the danger of explosions.

CORROSIVE sublimate is said to be the coming anti-septic, and Dr. Koch says that one part of sublimate to one thousand parts of water will destroy all bacteria, germs, and spores.



## TABLE TALK.

The "Mind" articles have been interrupted for two weeks, through causes beyond our control. They will be printed each week hereafter through the year. We shall commence the lessons for the "Mind Correspondence Class" in our first number for October.

The teacher needs to know something more than the nature of the children under his care; he must study the psychology and physiology of their uncles, cousins, and aunts as well; for he will sooner or later be brought in contact with them. Sometimes the association is pleasant, but often otherwise. It is a fact that parents think they know more about what a child needs than teachers, and we must confess they often have solid grounds for so imagining. All troublesome children are always peculiar, and these peculiarities are usually thought by their friends to be shining evidences of bright genius. In such cases it requires more wisdom and tact to govern the father and mother than the boy or girl.

When a desperate case is placed in the hands of a physician, the advice of friends and neighbors is not heard. In case of dire necessity, consulting physicians are called in, but they usually sit with closed doors. The mode of procedure is exactly the opposite in the case of a bad child. The advice of attending neighbors and friends is freely taken, and the jury sits with remarkably open doors, as well as mouths. The conclusion arrived at is proclaimed abroad, and woe to the poor teacher who does not follow the advice and administer the prescribed medicine. It requires a remarkable stock of good old-fashioned common sense to know exactly what to do. In most cases somebody's toes are pretty sure to be trodden upon, and an outcry is made. Sometimes the medicine is the rod, in good doses often to be followed up by an equal dose at home. Sometimes it is "no arithmetic or geography for my boy this term," and then it is "nothing but arithmetic and grammar." The best way for the teacher to do is to listen quietly—say little, and then do just as she pleases. Suit one person, if no more. There will then be peace in the heart.

The most troublesome class the teacher has to contend with is an old-teacher crank. He "knows all about it." He commences by saying, "When I was teaching I had in one of my schools," etc., etc. The difficulty here is you cannot let him go on, for he would go on forever. One story is bridged over with a—"That reminds me"—on and on, until patience ceases to be a virtue. The fact is, these old, egotistical, self-lauding pedagogues are usually discovered to have been failures, and really compelled to quit the profession. The difficulties of the teacher outside of the school-room are many and varied. They relate not only to relatives but social calls, parties, rides, meetings, addresses, contributions, clubs, and a thousand other things. The only way to do is to go on, act naturally, say wrong of no one, hear, be pleasant, but have an independent mind, and quietly travel in the path of personal independence.

In a recent number of the JOURNAL my name appeared as superintendent of the Yonkers schools. That honor does not belong to me, but to Mr. Charles E. Gordon. Please oblige me by correcting that mis-statement.

EDWARD R. SHAW.

The following is the best election speech we ever heard. It is a model of terseness, if not of rhetorical excellence. The speaker was the late Mr. John Peel, and the occasion a meeting at Accrington, when Mr. Peel, who was always very loath to speak, was at last prevailed upon to say a few words. "Men of Accrington," he said, "if you are so backward in coming forward, we shall be all behind as we were before." He said no more.

Here is a bit of science from Artemas Ward. We commend it to the geography and astronomy classes: "The earth moves round the sun from west to east in a year, and turns on its axis in a day. . . . Supposing the earth to be suddenly arrested on its axis, we all—men, women, children, horses, cattle, and sheep, donkeys, editors, and members of Congress—with all our goods and chattels, would be thrown off into the air at a speed of 173 miles a minute, every mother's son of us describing the arc of a parabola, which is probably the only description we should ever be able to give of the affair. This catastrophe, to one sufficiently collected to enjoy it, would doubtless be exceedingly amusing; but as there would probably be no time for laughing, we pray that it may not occur until after our demise, when, should it take place, our monument will probably accompany us."

## LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

I reckon your correspondent, "M. J. G." has been playing a game of chess with Prof. Wentworth, and has been checkmated. W. is an astute player, but he is always fair. Don't mind; we will show him the moves, and perhaps get his queen back.

S ————— P  
M

Represent the starting point by S; the position of the post by P; and the place of meeting by M.

Let  $x$  equal the distance of the post from S. in yds. Then M. P. is 10 yds. Let  $y$  equal A's rate per minute. A runs  $x+10$  yds. while B is running  $x-10$  yds. Hence B's rate is to A's rate as  $x-10$  yds. is to  $x+10$  yds; or

$$B's \text{ rate} : y :: x-10 : x+10 \therefore B's \text{ rate} = \frac{y(x-10)}{x+10}$$

$$A's \text{ time (in minutes) in running } x+10 \text{ yds. is } \frac{x+10}{y}$$

$$B's \text{ time in running } x-10 \text{ yds. is the same, viz: } \frac{x-10}{y}$$

$$A \text{ will run } x-10 \text{ yds. in } \frac{x-10}{y} \text{ minutes.}$$

$$\therefore \text{ If B turns back, } \frac{x-10}{y} - \frac{x+10}{y} = \frac{1}{15} \quad (1)$$

$$\text{ If B goes round the post, adding } 41\frac{1}{2} \text{ yds. to his rate, then } \left\{ \frac{y(x-10)}{x+10} + 41\frac{1}{2} \right\} \times \frac{x-10}{y} = x+10 \quad (2)$$

$$\text{ From equation (1) } x-10 = x+10 - \frac{y}{15} \quad (3)$$

$$\frac{y-300}{x+10} + \frac{290(x-10)}{7y} = x+10 \quad (5)$$

$$\text{ Substitute value of } y \text{ in equation (5).}$$

$$\frac{(x-10)^2}{x+10} + \frac{290(x-10)}{2160} = x+10 \quad (6)$$

$$\text{ Clear equation (6) of fractions, and expand.}$$

$$210x^2 - 4200x + 21000 + 29x^2 - 2900x - 210x^2 + 4200x + 21000$$

$$\text{ Transpose and unite terms: } 29x^2 \times 8400x = 2900 \quad (8)$$

$$\text{ Divide both members of equation (8) by 29.}$$

$$x^2 - \frac{8400x}{29} = 100 \quad (9)$$

$$\text{ Complete square.}$$

$$x^2 - \frac{8400x}{29} + \frac{17640000}{(29)^2} = \frac{84100}{(29)^2} + \frac{17640000}{(29)^2} \quad (11)$$

$$x - \frac{4210}{29} = \frac{4210}{29} \quad (10)$$

$$\text{ Assuming right hand } \left\{ \begin{array}{l} x = \frac{8410}{29} = 290 \text{ yds. (12).} \\ \text{member positive} \end{array} \right.$$

$$\therefore S P = 290 \text{ yds. } J. \text{ Dun'ap, 5 Dey St., N. Y.}$$

(1) Which is correct, "We heard him holler," or "We heard him halloo?" (2) What and where are the seven cities of Cibola? (3) Which is correct, "We thought we would better return," or "We thought we had better return?" (4) What name was given to the most brilliant era in Roman literature? (5) Who invented geographical map? (6) What is meant by the expression, "Carrying coals to Newcastle?" (7) What gives the earth's orbit its elliptical shape? (8) What is president Barnard's plan of teaching geography, as adopted by the International congress? (9) What is the Llanfairpwllgwyngyll school board, noticed in the SCHOOL JOURNAL of August 3? (10) Who were the committee appointed to draw up the Articles of Confederation? (11) Who were the Troubadours? (12) What is meant by the *court in banc*, as used by Guiteau during his trial? (13) Has the spider a compound eye? (14) Is it a scientific fact, or a popular delusion, that sleeping with one's head toward the North conduces to health? A. S. H.

(1) Halloo, hollo, or holloa, but not hol'ler. (2) Will some one inform us? (3) Had better. (4) The golden Latinity, or the Ciceronian Era. (5) The inventor is not known. The ancient Egyptians practiced map making some, for Sesostris caused the territories he conquered to be represented upon tablets for the instruction of his people. (6) Newcastle is the center of the coal region in England, from which most of the coal is shipped. Hence, carrying coals to Newcastle is to take them back from whence they came—a useless labor. (7) In consequence of the universal law of attraction of gravitation, expressed by Newton, that every particle of matter attracts every other particle directly in proportion to mass, and inversely as the square of the distance. In obedience to this law, all bodies in the universe move around their centers either in elliptical, circular, parabolic, or hyperbolic curves. These variations are caused by the action of other forces outside of the center of attraction. (8) That of beginning at home and leading out to all parts of the world by gradual steps. (9) A city in Wales. No one outside of that country can pronounce it. (10) On the 11th of June, 1776, Congress resolved that a committee should be ap-

pointed to prepare a form of confederation to be entered into by the colonies. This, be it observed, was before the Declaration of Independence. The committee appointed under the resolution consisted of one from each colony, as follows: Josiah Bartlett, of New Hampshire; Samuel Adams, of Massachusetts; Stephen Hopkins, of Rhode Island; Roger Sherman, of Connecticut; K. R. Livingston, of New York; John Dickinson, of Pennsylvania (chairman); Thomas McKean, of Delaware; Thomas Stone, of Maryland; Thomas Nelson, Jr., of Virginia; Joseph Hewes, of North Carolina; Edward Rutledge, of South Carolina; and Brillon Gwinnett, of Georgia. On the 12th of July, the thirteen colonies now being States, the committee reported a draft of the articles.—[Answered by John J. Anderson, Ph. D., author of a *Series of School Histories* (1) An Indo-European branch of the Aryan family which lived in the south of France during the 10th century, and spoke the Provencal language. They suffered persecution for ridiculing the clergy and church of Rome, and their language passed into other dialects. It is applied to a class of poets. (2) When the judge sits in his own room, and receives communications without going to the court-room, he is said to hold *court in ba e*. (13) No. (14) It is considered healthful by many scientists, owing to the direction of the currents of electricity around the earth.

(1) Which is the smallest of the planets? (2) What is its size? (3) Which is the largest, and what is its size? (4) Who discovered that the stars and planets attract each other? About how long ago? (5) What planet has a curious appendage possessed by no other? (6) How can you find the North star? (7) What society was formed in a haystack? (8) What was the "Hard Cider Campaign"? (9) How far to the west does Mason's and Dixon's Line extend? M. M. D.

[(1 and 2) Vulcan, which some astronomers claim exists, is the smallest—about the size of our moon. (3) Neptune; diameter 37,000 miles. (4) The fact has been known for centuries, but the discoverers of it are unknown. (5) Saturn. (6) By the two stars in the bowl of the Dipper which point toward it. (7) The American Foreign Missionary Society, formed by students in Williams College, one of whom was Adoniram Judson. (8) The Harrison and Tyler campaign. (9) When surveyed it extended to the western limits of the colonial possessions, which was indefinite. The statement that "the work was suspended when within 36 miles of the end," given in answer to question in last number, should have been, "when within 36 miles of the whole distance to be run."—Eds.]

(1) Where can I obtain address of *Art Amateur*, mentioned in JOURNAL of Aug. 16, 1884? (2) Where can I obtain oil paintings made by the new process, or by machinery, as stated in one of your JOURNALS (I think it was there I read an article about it). (3) Could you not arrange it so as to put the Table of Contents on either the front or the back cover; then they might be cut out without injuring the real contents, and be pasted together on a fly-leaf attached to the file, thus greatly aiding in looking up articles in back numbers. (4) My papers arrive very irregularly, and 1-2 numbers I did not receive at all. Does the trouble arise from irregular mailing? G. W. I.

[(1) 23 Union Square, New York. (2) Write to Prang & Co., Boston. (3) We cannot vary well at present. (4) Your name stands on our list; cannot tell why you should miss a number; but when you do, notify us and we will send another.—Eds.]

In the SCHOOL JOURNAL for the 23d inst., page 90, I find this note: "A solution of lime, salt, and wood-ashes, applied to wood, renders it fairly fire-proof and preserves it from decay. If color is desired, yellow ochre or lampblack may be added." Can you tell me in what proportion the lime, salt, and wood-ashes must be mixed? H. F. D.

[We do not know the proportions. Write to the *Scientific American*, N. Y. City, or make a few experiments. We do not think the exact proportions are necessary.—Eds.]

I am often at a loss to find suitable games for my pupils. Do you know of any book that will meet my demand? W. F. S.

[I do not know of one at present. An article on the subject will appear as soon as we can find room for it. Do you play the game of "Letters"? It is a very interesting subject, to which we call the attention of our correspondents.—Eds.]

Please state the reason for calling "present" an adjective in the sentence, "I am present"? Can it not be called an adverb of place?

[It modifies the pronoun "I." It is no more an adverb than "good" is in the sentences, "Good boys are polite," or, "I am good."—Eds.]

Please send us some Campaign documents. S. A. RICKS.

[Write to leaders of your party. We represent the Party of Protection, and send you a document every week.—Eds.]

I noticed in the SCHOOL JOURNAL an advertisement of Gilmore's "Intermediate Speaker," by Prof. J. H. Gilmore. Can you tell me where I can get it? No address is given in the paper. A. P.

[Scranton, Wetmore & Co., Rochester, N. Y.—Eds.]

Do you publish a small paper entitled the *Agents' Herald*? A. ZIMMERMAN.

[The *Agents' Herald* is published in Philadelphia.—Eds.]



## EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.  
Our readers would like to know what you are doing. Will you send us the following items: Brief outlines of your methods of teaching; interesting personal items; suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.  
EDITORS.

## NEW YORK CITY.

A special meeting of the board of trustees of the College of the City of New York will be held Sept 25.

**ALASKA.**—Aug. 17 ground was broken at Sitka for the new industrial school building, for the erection of which Congress, last May, voted an appropriation of \$15,000. When Alaska was purchased by the U. S. it had some very good schools, but since then they have been neglected. A few missionaries and priests of the Greek church are the only ones who have given any attention to education. The Indians who had arrived at quite a degree of civilization, have again become almost savage and many of the inhabitants are regretting the early colonial day and the despotic rule of the Russian princes.

**ARKANSAS.**—The Hot Springs County Teacher's Institute was held at Malvern Aug. 26-27. Prof. Awtry opened the discussion of the best methods of teaching composition and recitations with an essay. Prof. Watford followed. When and how to use a spelling book was discussed by Profs. Watford, Hales, Mitchell, Ross, Thrasher, and House. Prof. Phillips read an essay on the "Bible in our Schools"; Prof. V. M. Threlheld, an essay of Penmanship. A discussion of the modes and methods of teaching was opened by Prof. E. J. Davis. A resolution was passed endorsing the earnest efforts of the county examiner, Prof. W. D. Luper, to make the institute a success. Prof. J. L. Smythe, of Eldorado, takes charge of the Warren Graded school next year.

**CONNECTICUT.**—The State Normal school at New Britain loses two of its most valued teachers—vice-principal A. W. Sawyer, and Miss C. E. Bush, who have resigned. Miss Jessie M. Woodward, of the New Haven High school, has been offered a position at \$1,000 at the State Normal school, and has accepted. A new feature of the New Haven Training School for Teachers is a kindergarten department, in which the young ladies will all receive instruction in the art of kindergarten teaching. The New Haven free kindergarten, which was operated so successfully last year, will be resumed this fall in a new location, it being no longer conducted in connection with the day nursery. The Annual Report of the New Haven Superintendent of Schools, Mr. S. T. Dutton, has been issued. Among other things, the subject of Manual Training is discussed, and a plan recommended by which a class of boys from each grammar school can receive at least one lesson a week in the manual training school. The course of study has been thoroughly revised and made to conform to a plan which makes natural history, physical geography, and American history, more essential and prominent parts of the teacher's instruction in the lower, as well as the higher, grades than has ever heretofore been the case.

**COLORADO.**—The State Agricultural Col. has 100 students, a marked increase upon the attendance of former terms. The success of this young institution is phenomenal, though wholly gratifying to the State. Pres. Ingersoll combines every admirable quality of an able and judicious college executive. The Univ. of Denver begins the year well. Dr. G. De La Mote is to deliver a course of lectures on "Political Economy." As the great apostle of Greenbackism, he has political and economic notions of his own. The lectures will be original, fresh and ingenious. L. S. Cornwell is the Republican nominee for Supt. of Pub. Instruction. He has served one term in the office several years ago. In the interval he has had charge of the Del Norte schools, bringing them to a high state of efficiency. He is therefore qualified by experience for the office, and is withal a public school man. Watson will build a new \$8,000 schoolhouse. Prin. S. D. Carroll, of Salida, sends us a well written and neatly printed course of study. Dr. Supers, of Denver Univ., has been called by his alma mater (Dickinson, Coll.), to the chair of modern languages. Dr. A. B. Hyde, formerly of Allegheny C. H., will be his successor, entering upon his duties about Oct. 1. The Republicans have nominated three well known regents of the State Univ., viz.: R. W. Woodbury, C. M. Taylor, and State Superintendent J. C. Shattuck. The regents in Colo. are elected, as are other State officers. The reports from public private and the State institutions agree in an unusually prompt and full attendance this fall. Prof. Mackenzie, of the State School of Mines at Golden, will go to Europe. His department, analytical chemistry, has been offered to Prof. Luce of our city (Pueblo), a noted metallurgist in Southern Colorado. It is to be regretted that private interests will not permit Prof. L. to give the State and the cause of education his able services. South Pueblo schools never had so full attendance as at present. The work moves very smoothly. Miss M. A. B. Witter, of Iowa, takes charge of the North Denver H. S. She has done noble service heretofore in the schoolroom, and in our purer and more invigorating air and inspiring mountain scenery, will surpass her former excellent work.  
F. B. GAULT.

**INDIANA.**—A. Hilderbrand, teacher of German, takes Mr. Alford's place as principal at Vevay. W. O. Warrick is principal of the schools at Worthington. Mrs. Warrick has charge of the high school department. T. G. Alford, of Veray, has been elected prin-

cipal of the South Side High school at Indianapolis. Prof. Hall, president of the Conservatory of Music at De Pauw, comes highly recommended from the New England Conservatory of Music. H. W. Zirkle, formerly of Indiana, is now principal at Carbondale, Kansas.

**ILLINOIS.**—Mr. W. H. Chamberlin has moved to Leroy, and will soon enter upon his work in the schools of that place. Mr. J. M. Humer, of Danville, has just received a State Certificate. Mr. and Mrs. E. P. Boggess, two of our enterprising teachers, have gone to Kansas to reside. The teachers of Georgetown township talk of organizing a local teachers' association about the close of this month. The following is a list of the principals of the graded schools of Vermillion county for the ensuing year: Alvin, George Y. Stipp; Catlin, Geo. A. Gilliland; Danville High School, Silas Y. Gillan; Danville, Jackson street, J. M. Humer; Danville, Tinchertown, Kate Tannery; Danville, East side, Jno. F. Downing; Danville, Southtown, David Meade; East Lynn, Lee Ullery; Fairmount, A. L. White; Georgetown, O. F. Barth; Germantown, Cal Ballard; Grape Creek, C. H. Gardner; Hoopston, T. B. Bird; Indiana, J. G. English; Pellsville, C. M. Ketcham; Potomac, L. H. Griffith; Rankin, L. D. Stearns; Ridge Farm, J. M. Ready; Rossville, S. B. Messer; Tilton, David Little.

**IOWA.**—Prof. Beard, of Hamburg, goes to Maryville, Mo., for the ensuing year. The school-board of Clinton has raised Supt. Sabin's salary to \$1,900 per year. Supt. Friesner, of Cedar Rapids, has been re-elected at a salary of \$1,800. C. W. Martindale has resigned his position in the Centerville school to accept the principalship of the Corydon schools. O. F. Emerson, of Grinnell, has accepted a position as superintendent of the Muscatine schools. A. C. Hart will take charge of the schools in Grinnell for the ensuing year. Principals Laylander and Hungerford have been re-elected in the towns of Brooklyn and Montezuma, respectively. Mr. and Mrs. J. W. Roe, who have so long done acceptable work in the Delhi schools, have closed their labors in the schoolroom. Mr. Roe is now engaged as traveling salesman for the Chamberlain Plow Company. Mrs. Roe is one of the instructors in the Delaware County Institute. E. D. Omans takes charge of the Albion schools this fall. E. C. Patterson and Miss Mabel Jenkins will teach in Greeley. The teachers of Jefferson county, at the close of the normal institute at Fairfield, presented Prof. O. C. Scott with a set of the *Peoples Cyclopaedia*. President Gilchrist lectured before the Marshall County Institute Aug. 26. Prof. Gilchrist has lectured nearly every day during the past five weeks. Supt. Anderson, of Davis county, has prepared an excellent course of study for ungraded schools. C. B. Trewin is to take charge of the schools at Earlville. Miss Anna McGovern, of the State Normal, was employed as instructor in the Black Hawk and Franklin County institutes. The Delaware Co. Institute enrolled 302 members this year. The conductor was Prof. L. T. Weld, of Cresco. Over 100 of those enrolled subscribed for one or more school journals during the institute. The first Association will be held at Delaware some time in Nov. Prof. G. H. Sumner is teaching at Clesburg. The Manchester schools are starting out with every evidence of a successful year. Prof. G. S. Trowbridge, Supt., and an able corps of helpers with him.

**MINNESOTA.**—The State Normal School, St. Cloud, has opened with a full attendance and increasing interest. The devotion of both teachers and pupils to their work is a marked feature of this institution. President Gray and his associates are thoroughly in earnest.

**MISSOURI.**—Mr. F. Propst, of Adair county, writes that there is a prospect of an increase of wages over last year, and that there is a better class of teachers this year than ever before, which accounts for the increase of wages, and more interest is taken in institute work. Prof. W. H. Lynch, principal of West Plains Academy, has called Miss Emma J. Cook as first assistant. The term began Sept. 4th.

**MICHIGAN.**—The Galesburg school is in charge of H. W. English of Pittsford, N. Y. Mt. Pleasant schools open with an attendance of 357. Supt. McLouth at the head. The city Port Huron employs 27 lady teachers under the efficient leadership of Supt. Robeson. Mrs. S. F. Andrews is principal of high school. Prof. Wickham, of Morley, has been engaged as principal of Howard city schools for the coming year. Supt. Yntema of St. Johns begins his eighth year in charge of the schools of that place. Prof. W. H. Brooks of Ypsilanti takes the place of Miss Helen Post, who is transferred from the model school to the normal proper. Tutor Key goes to Ann Arbor to resume studies, and Henry Coe, a recent graduate, succeeds him. Prof. Hennequin, of the University of Michigan, has been offered the chair of French language and literature in the "Western Correspondence University," with headquarters at Chicago. There are 23 chairs, and the instruction is all by letter. Charles Dolan, of Ypsilanti, was married Aug. 13 to Miss Mary Mullin, of Lawton. Both teach in the schools of Wayne next year. Miss Claribel Thompson, of Paw Paw, goes to Evanston, Ill., next year as an assistant in the grammar school. J. R. Montgomery will be principal of the Marcellus school next year. Eugene M. Gardner, superintendent of the prison schools, has been superseded by Prof. D. E. Haskins, of Concord. Miss Alice Bolds, of Watervliet, will be preceptress in the Decatur school next year. Supt. Hall has resigned the principalship of the Hastings school to accept a similar position in one of the ward schools of Detroit. Supt. Cole, of Saline, succeeds him in Hast-

ings. Prof. C. H. J. Douglas, of the Ann Harbor high school, will take a position as instructor in English and elocution at the University of Wisconsin. Prof. H. P. Jones, of Chicago, has aroused much interest in kindergartens by his lecture in Grand Rapids, and a free kindergarten association was formed there last Saturday. An executive committee of 20 persons, prominent in educational and Christian work, were appointed to take further steps toward such a school.

**N. Y. STATE.**—Miss Fanny Allman, of Buffalo, formerly a pupil of No. 17, Rochester, was awarded the scholarship medal at a recent examination for admission to the Normal school at Buffalo. Miss Cornell, principal of No. 24, has gone to Nantucket to recuperate her failing health. Miss Pugh is acting principal during her absence. Miss Reddington has been appointed assistant teacher at No. 24. A reception was given at the Genesee Wesleyan Seminary, Sept. 5, to the new principal, Prof. G. W. Williams, and to the two new professors, Rev. Mr. Davies and Rev. Mr. Polegrove. There is every prospect of a bright future for the old academy. The Cortland Normal school opened Sept. 3 with an unusually large attendance. Cortland is noted for thoroughness, both in theory and in practice, and the coming year bids fair to be the most prosperous in its history. A teachers' class will be organized in Brookfield Union school Oct. 13 to continue ten weeks. The tuition will be paid from the funds at the disposal of the regents.

**NEBRASKA.**—President Farnham, of the State Normal schools at Peru, is doing excellent work. Dr. Northrop has recently been lecturing in this State. He has found great enthusiasm among all classes of people in reference to village and country improvement. His work is greatly appreciated. Dr. John McPherson of Republican city, has made a very liberal donation, with others, to start the "McPherson Normal College." Prof. H. T. Morton has been elected president, and a large number of students have already been secured. The Johnson Co. Institute, held at Tecumseh, closed Aug. 15. Instructors, J. H. Miller and Hiram Sapp, assisted by Cora E. Stone, Lillie A. Foster, Fannie J. Ebright and Supt. O. A. Noble planned an admirable course of study for the country schools, which was approved by the Teachers' Institute and Convention of Dist. Officers.

**OHIO.**—Prof. G. W. Walker, Supt. of the Lima schools for many years, has resigned to engage in the insurance business. Prof. J. M. Greenslade was chosen as his successor. Prof. D. B. Boyd has been re-elected Supt. of the schools at Van Wert. He is doing excellent service there. The Summit County Institute was held in Akron during the last week of August. E. E. White and H. M. Parker were the instructors. F. V. Irish gave two lessons in sentence diagramming. The Shelby County Teachers' Institute met Aug. 1, 1894. Profs. C. W. Bennet and G. S. Harter, instructors. Great interest was manifested by both instructors and students. A resolution was passed heartily endorsing the Ohio Teachers' Reading Circle, which is beginning its second year with much success, and an earnest effort will be made to organize and sustain a club in every township in Shelby county. A vote of thanks was extended to Profs. C. W. Bennet, of Piqua, and G. S. Harter, of Sidney, for the excellent instruction given during the session. The following officers were elected: A. W. Gamble, President; Miss R. McVay, Vice Pres.; A. W. Patton, Secretary; W. R. McKnight, Treasurer; Mark Wilson, T. L. Ginn, J. A. Arbogast, Executive Committee. One of the most successful teachers' institutes of Portage county was held in Ravenna, beginning August 11th. Ex-Commissioner J. J. Burn, of Dayton, and C. W. Butler, Supt. Public Schools, Defiance, were the instructors. The attendance was large and the instructors able and active. The Logan County Teachers' Institute began at Bellefontaine, Aug. 11th. The instructors were Samuel Findley, Jas. M. Ebrite, principal of Huntsville schools, and C. S. D. Shawan, principal of the Rushsylvania schools.

I. S. Thompson has been doing institute work in Tennessee. S. M. Martin has removed from Letart Falls to Bowling Green, Mo. J. A. Pittsford has been re-elected superintendent of the Carey schools. T. B. Paramore, of Crestline, succeeds W. W. Cline in charge of the schools of Canfield. J. S. Matson, of Pennsylvania, has been elected second assistant in Marietta Academy. Prof. Wm. Smith, for many years president of Xenia Female College, has removed to Palmyra, Nebraska. L. W. Sheppard will continue in charge of the schools of West Jefferson, with an addition of \$100 to his salary. P. R. Mills has retired from the superintendency of the Richwood schools, on account of ill health. His present address is Hermosa, California. A. T. Wiles, for several years superintendent of the schools at Newport, Ky., is now superintendent of schools in Covington. A. H. Vieta, who retired in June last from the superintendency of schools at North Bloomfield, Ohio, has accepted a similar position in Coleman, Texas, at a salary of \$1,000. J. C. Ransom has resigned his position as instructor in languages at Grand River Institute, and accepted a similar position in the North Eastern, Ohio, Normal School, at Canfield. Commissioner Brown has been doing efficient work among the institutes, visiting from three to five each week during the season. He reports a large attendance and a good degree of interest everywhere. J. F. McCaskey, recently elected superintendent of schools at Lima, O., has resigned before entering upon the duties of the position, with a view to engaging in other pursuits. J. M. Greenslade has been appointed to fill the vacancy. A. G. Duell has completed his thirty-fourth year as superintendent of the Urbana schools, and gives good promise of at least another decade. N. L. Glover, teacher of music in the Akron schools, gave instruction in music in the Licking county



institute, where between two and three hundred teachers were in attendance. Mr. Glover has few equals as a teacher of music in public schools.

**PENN.**—Teachers' Examinations for Stroud township, Monroe Co., will be held Sept. 27th; for Smithfield, Sept. 29th; Middle Smithfield, Sept. 30th; Hamilton, Oct. 1st; Chestnut Hill and Ross, at Broadheads-ville, Oct. 2d; Eldred and Polk, at Kunkletown, Oct. 3d; Jackson and Pocono, at Tannersville, Oct. 6th; Barrett, Paradise and Price, at Cresco, Oct. 8th.

Mr. A. R. Ritter, one of our former students, has gone to Texas to teach.—Prof. H. Carver has gone to Manassas, N. J., again, to take charge of the public schools of that place.—Prof. T. J. Forrey, formerly of Snyder county, has taken charge of the schools at Harrison, Michigan.—Prof. G. E. Kundle, of Monroe Co., is now associated with Prof. C. H. Schwartz, in the Bethlehem Academy.—Prof. Shelly, of Newtown, has gone to Atchison, Kansas.

An excellent description of the Harford School was received, written by Minnie Preston, an eighth grade pupil. As it is too long for these columns we have sent it to TREASURE TROVE, where it will soon appear.

**VIRGINIA.**—The Harrisburg Normal Institute under Prof. J. G. Swartz, Miss McGee, and Mrs. Murrell, has been interesting and well attended. Supt. Funkhouser, of Rockingham, secured a large attendance at the commencement, and the quality of the instruction given held it. Dr. Curry delivered two lectures during the session. It is said that if he should canvass the State in the interests of education, a general awakening should be sure to follow.

**VERMONT.**—The Randolph State Normal school has ever been a progressive school. It has taken no step backward. For the coming year it is to be reorganized, but not disordered. The old school building will remain with improvements. The established course of study will be undisturbed, though retouched at a few points. The board of instruction will contain the following experienced and accomplished teachers: Edward Conant, principal; Miss Almira Farr, assistant; Miss Ella L. Ferrin, assistant; Miss Ella J. Taylor, assistant; Miss Mary S. Putnam, assistant; Miss Alida P. Fuller, assistant.

#### APPEAL TO THE FRIENDS OF EDUCATIONAL PROGRESS.

The Commissioner of Education has requested the President of the Froebel Institute of North America to arrange for the World's Industrial and Cotton Centennial Exposition at New Orleans an exhibit of the character and status of the kindergarten. Such an exhibit involves, as its chief feature, an actual kindergarten in operation during the six months of the Exposition, before the eyes of all who may wish to study its working.

For obvious reasons, this kindergarten should in all its appointments be as complete, as near the ideal, as possible. At the same time, the special needs of the South render it desirable that there should be two departments, one for white and another for colored children.

The Exposition will furnish a building for the purposes indicated, the Bureau of Education will defray the expenses of transportation, but the funds for the conduct of the kindergarten must be provided by benevolent friends who appreciate the missionary character of the enterprise.

In order to open and carry on one of the kindergartens proposed, it will be necessary to provide \$2,000; the second kindergarten will call for \$1,000 more. A portion of this sum is already promised. For the purpose of raising the remainder, the Froebel Institute appeals for aid to all who see in educational progress the safe-guard of the free and humane spirit of our institutions.

Contributions of five dollars or less may be sent at once to the President of the Froebel Institute. Friends who desire to contribute larger sums, may send promissory notes, payable November 1st, November 15th, or December 1st, 1884.

On the first day of November or sooner, a corps of efficient teachers will proceed to New Orleans, to take charge of the work during the six months of the Exposition. They will prepare monthly reports of the condition and progress of the work, and these reports together with a monthly financial statement will be sent to all who may have subscribed two dollars or more to the fund.

The President of the Froebel Institute will be glad to correspond with friends who may have advice to offer, or who may desire additional information concerning the work on hand.

W. N. HAILMANN,  
Pres't. Froebel Institute, N. A.,  
La Porte, Indiana.

#### PUBLISHERS' NOTES.

I depend almost wholly on your SCHOOL JOURNAL, which a friend has sent me. I have sent your address and samples to at least 20 teachers for I think it is by far the best work of the kind I have seen.

I always look eagerly for my INSTITUTE, and, when it comes, read and re-read it. I have been quite successful so far in teaching, but a great deal of my success I owe to the INSTITUTE.

Reading your JOURNAL fills me with new inspiration, and I am so long for school to open so that I may try to do better work than I did last year. The JOURNAL is full of good things. I could not do without it.

A. J. E.

### EDUCATIONAL MISCELLANY.

#### FOR THE GEOGRAPHY CLASS.

##### ENGLAND AND THE SOUDAN.

General George S. Batcheller, for nine years United States Judge of the International Tribunal in Egypt, says that: "The rebellion in the Soudan is simply the continuation on another field of the revolution of Arabi. The religious excitement of the Mahdi is only a secondary matter. In 1876 the English Anti-Slavery Society, inspired by accounts given by Sir Samuel Baker, urged the English to impress upon the Khedive the necessity of its suppression. The result was a treaty whereby the Khedive undertook the suppression of the slave trade within the border of his domains, which he pretended extended even south of the equator. This made it necessary to have a Governor of the Soudan capable and willing to put the treaty in force. England loaned Col. Gordon, known as Chinese Gordon, for that purpose. He was made Governor of the Soudan, with headquarters at Khartoum. He at once proclaimed the abolition of the slave trade, and resorted to the most rigid measures for its execution.

"All the commerce and trade of the Soudan provinces is carried on by the chiefs of tribes, paid labor is unknown, all manual labor is done by slaves. The trader loads his merchandise of ivory, feathers and gums upon the backs of slaves, who bring them to the northern markets. Here the entire caravan, including the human merchandise, is sold. Gordon seized the gums and ivory in the name of the government, confiscated the men for soldiers, and turned the women and children loose to shift for themselves. This soon made short work of the slave trade, but it ruined thousands of merchants, not only in Central Africa, but in Cairo and Alexandria. The result was to create in those regions an intense hatred to everything pertaining to the Khedive's Government.

"These Soudanese are a shrewd people. Their leaders know that nothing would be gained by injury to the person of Gordon. They admire his pluck and dash, and they respect his upright and blameless life.

"The idea of sending gunboats up the Nile strikes most people acquainted with the topography of the country as ridiculous. Its rapids make it dangerous to navigate at high water, and its shoals are as much to be dreaded at low water. Moreover its banks are so high that gunboats could not fire at an enemy on the shore, and troops would have to be debarked to protect the flotilla. And what is the motive? England has proclaimed the wisdom of the abandonment of the Soudan. If it is so save Gordon, and if his life is really in danger, he will certainly be sacrificed in sheer vengeance long before the expedition can reach its destination, as the fortress of Khartoum, as I am assured by military men who have frequently inspected it, could not resist a vigorous siege nor the assault of 20,000 men. What the Soudan wants is not the life of Gordon, but to be rid of the oppressions and exactions of the Khedival Government. They will resist an armed force brought to the purpose of re-establishing this rule as they did at Trinkitat and Suakim."

While his followers still sport the primrose in memory of Beaconsfield's favorite flower and birthday on that occasion, Gladstone's followers will, on his birthday, wear a bunch of lilies, with oak and ivy leaves, representing purity, strength and tenacity.

A solid mountain of alum over a mile square, some of the cliffs of which rise to an elevation of 700 feet above the river bed, has been found on the Gila river. Most of the alum is in an impure state and tasting very strongly of sulphuric acid, but of which there seems to be an inexhaustible quantity. Some of the cliffs, however, show immense quantities of marketable alum.

#### HORSFORD'S ACID PHOSPHATE

##### IN SEASICKNESS.

Prof. ADOLPH OTT, New York, says: "I used it for seasickness during an ocean passage. In most of the cases the violent symptoms which characterize that disease yielded, and gave way to a healthful action of the functions impaired."

### SEPTEMBER BOOKS.

The publishers of the SCHOOL JOURNAL intend to give their readers each month an idea of the popular and important books of the month aside from text-books. This list will be of value to the increasing number in all sections who want to keep posted on new publications. Prices will be given and other information to guide buyers. Reviews will be found in their appropriate place, but brief, descriptive notices will be added to the titles. Publishers will please send us information before the 20th of each month.

#### CHARLES SCRIBNER'S SONS, NEW YORK.

**STORIES BY AMERICAN AUTHORS.** Vol. VI. Cloth, 50 cts. This volume is in every respect, up to the promise of foregoing ones. The stories are all interesting, some of them exceedingly so.

**QUEER STORIES FOR BOYS AND GIRLS.** By Edward Eggleston, author of "Roxy," "The Hoosier Schoolmaster," etc. 1 vol., 12mo, \$1.00.

These are as "queer" and as delightful as any youngster could wish.

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**THE STORY OF VITEAU.** By Frank R. Stockton. 1 vol., 12mo. Illustrated by R. B. Birch. \$1.50.

A history for young people, in the author's pleasing style.

#### HOUGHTON, MIFFLIN & Co., BOSTON.

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A careful account of a life and career concerning which there is such wide difference of opinion, and of which every American ought to know.

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An interesting and popular book, telling briefly and graphically the story of the lives and achievements of Elihu Burritt, Sir Christopher Wren, Peter Cooper, Horace Greely, and forty other men of mark in various callings.

**LIFE AND LETTERS OF BAYARD TAYLOR.** By Marie Hanes-Taylor and Horace E. Scudder. With three portraits of Mr. Taylor, and other illustrations. 2 vols., crown 8vo, \$4; half calf, \$8.

The career of Bayard Taylor is remarkable. A famous traveler and writer of books of travel, a successful novelist, a critic of unusual ability, a poet of great and varied achievements, and a diplomatist—the story of his life as told in these volumes is of singular interest. Mr. Taylor's letters furnish largely the materials for the work, and generous selections from them are incorporated in the narrative.

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Many of the lyrics scattered through Bayard Taylor's poetical works are delightfully musical. A selection of these is printed in very tasteful style in a little volume bound uniform with Mr. Aldrich's "Friar Jerome," forming a beautiful gift-book.

#### D. APPLETON & Co., NEW YORK.

**ALLAN DARE AND ROBERT LE DIABLE.** By Admiral Porter. In nine fortnightly octavo parts, 25 cts. each.

A romance remarkable for variety of incident and adventure.

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**MILLERTON PEOPLE.** Faye Huntington. New York: National Temperance Society.

This is a temperance story very similar to many others. It has some distinctive merits, although these are hardly great enough to entitle it to especial consideration. All efforts toward temperance deserves full sympathy and encouragement, but the literature of the subject might be made vastly more effective than it is through these stories, though they doubtless help the good work.

## LITERARY NOTES.

The final two volumes of Froude's "Life of Carlyle" will be published in October.

The Continental Publishing Co. announce a "Manual of Biblical Geography," a valuable aid to the study of the Scriptures.

S. C. Griggs & Co. are about to issue "Essentials of English," by Prof. A. H. Welsh; also, "The Elements of English Composition," by Miss Lucy A. Chittenden.

Harper & Bros. have in preparation for publication early in the fall, a special edition of Shakespeare's works in twenty volumes, called the "Friendly Edition," by Mrs. Mary Cowden Clarke, author of the well-known Concordance to Shakespeare.

The school edition of Rolfe's Shakespeare being now complete in forty volumes, Harper & Brother (New York) have in preparation a special edition, in twenty volumes, adapted, as to style and arrangement, to libraries and to the use of general readers.

The National School of Elocution and Oratory, Philadelphia, will publish at once the fourth volume of "Best Things from Best Authors," designed for use in schools and colleges, and for public and social entertainment; and number 12 of the "Elocutionist Annual," in paper and cloth bindings.

The author of "John Bull and his Island," which has been translated into almost every European language, will soon publish another book, dealing with the more strictly domestic and social side of English life.

Houghton, Mifflin & Co., of Boston, have just issued a new edition of the Portrait Catalogue of their publications. It embraces a list of all the books they publish, contains new portraits of many of their distinguished authors, and will be sent free to any one requesting it.

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Dr. Oliver Wendell Holmes, speaking of Prof. W. C. Richards' poem of congratulation upon the Autocrat's election as chief of the Forty Immortals, now so widely copied, said: "I blushed redder when I read it than when I found my name at the top of the column. How much pleasanter it is to be spoken of good-naturedly than to be pecked at by critics."

The Old Testament Company of Revisers has at last finished its labors. The preface has been finally revised and approved. As the work has to be submitted to Convocation before its issue to the public, it is not very likely to be published before next spring. During the course of the revision, two have resigned and ten have died out of the twenty-seven members of the Old Testament Company originally appointed by Convocation.

Minister Lowell was one of the eminent men-of-letters invited to contribute to the Holmes number of *The Critic*, issued on the Autocrat's seventy-fifth birthday—August 20. He was unable to respond in time, but has since sent a poem of thirteen stanzas "as a postscript." The verses appear in *The Critic* of Sept. 20th, and were composed, Mr. Lowell says, on Dr. Holmes' birthday, "in the railway carriage, as I was going down to Nottingham."

T. Y. Crowell & Co., New York, made, August 1st, important announcements of new books in preparation, and new editions of recent publications. They include the complete works of Charles Dickens, 15 volumes; Thackeray's Works, 11 vols.; Hawthorne's Works, "Globe Edition," 6 vols.; George Eliot's Complete Works, 8 vols.; Bulwer Lytton's Works, 12 vols.; J. Fenimore Cooper Works, 10 vols.; Crowell's Red Line Poets, 50 vols.; Classic Juveniles, by Jacob Abbott; The Farmer-Boy Series, by Wm. M. Thayer, and many others, in choice bindings.

"A Grammar Chart," published by T. Salamonaki, 243 Broadway, New York, is one of the best, shortest, most pleasant and comprehensible plans we have yet seen for learning the grammar of our language. It is in the form of circular diagram, showing in concise and clear method the various relations of the parts of speech. It is, in fact, the system of object-teaching applied to grammar. It is particularly adapted for the young, and many a weary hour of study will be lightened by the use of this chart. We have made a personal examination of this chart, and find that it is an exceedingly ingenious way of teaching the parts of speech and relations of words. It does not attempt to unfold the intricacies of grammatical analysis, but it does accomplish a very useful purpose in a very attractive manner.

## PAMPHLETS.

Annual Report of the Board of Managers of the Industrial School for Girls of Wisconsin. Milwaukee.

Ninth annual Report of the Society for the Prevention of Cruelty to Children. No. 100 East 23d street, N. Y. City.

Report of the Superintendent of Education of the Province of Quebec: 1883-'83. Act respecting the Pension and Benevolent Fund in favor of Officers of Primary Instruction; with explanatory notes for the Province of Quebec.

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